



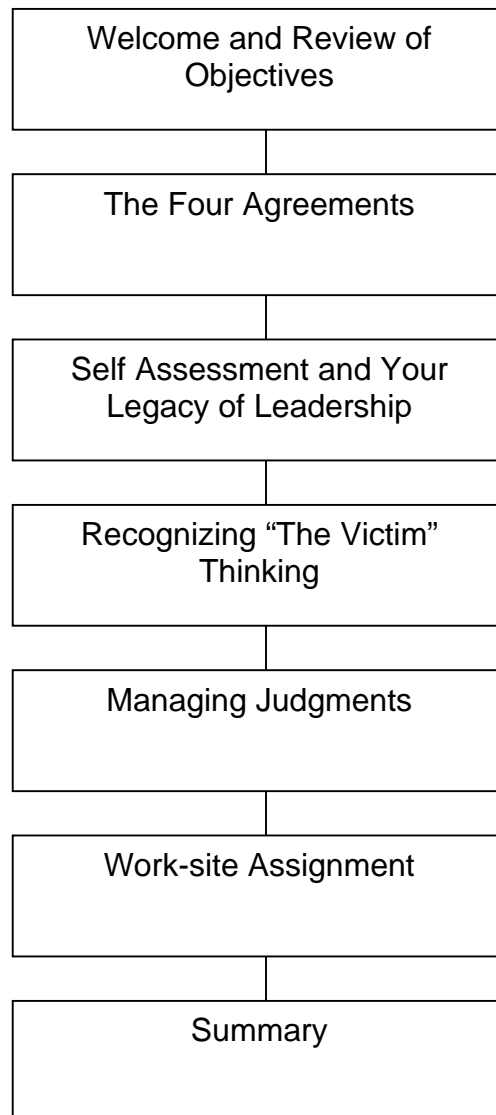
# **ELC Module 600**

## **Practical Skills for Leaders: Taking a Stand**

### **Participant Guide**

Revised September 27, 2004

## ELC Module 600 – Practical Skills for Leaders: Taking a Stand



## How to Interact with the Instructor

We encourage you to ask questions and share your comments with the instructor throughout this TELNPS course.

If you were physically in the classroom with the instructor, you would raise your hand to let him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that “protocol” for asking questions or making comments.

With TELNPS courses there is also a “protocol” to follow to ensure you can easily ask questions and others can participate as well. It may seem a little strange at first asking a question of a TV monitor. Remember, it is the instructor you are interacting with and not the monitor. As you ask more questions and participate in more TELNPS courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the TEL station equipment at your location, there are several push to talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

When you have a question, press the push to talk button and say,

*“Excuse me [instructor’s first name], this is [your first name] at [your location]. I have a question (or I have a comment).”*

Then release the push to talk button. This is important. Until you release the button, you will not be able to hear the instructor. The best distance from the microphone is 10-12 inches. If you get closer than this, the instructor will have difficulty in hearing you clearly.

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.

## **Course Objectives**

At the conclusion of this course, you should be able to—

1. Explore the principles of honesty and integrity, and how their use impacts how you manage yourself and manage others.
2. Develop skills to become “immune” to offensive comments, opinions, and reactions of others.
3. Identify ways to communicate with others in order to prevent misunderstandings and conflict.
4. Discuss ways to challenge yourself to be a better leader.
5. Discuss ways to motivate others to do their best.
6. Identify attitudinal blind spots in yourself and others.
7. Explore how to avoid reacting negatively when you see these blind spots in others.
9. Explore where blind spots identified by employees may occur in your own attitudes as well.
10. Identify typical characteristics of victim behavior.
11. Describe ways to handle victim thinking, and support others to disengage from it
12. Develop awareness of how and when you judge yourself.
13. Identify constructive and destructive aspects of judging.
14. Recognize instances when you are in “self-attack” mode.
15. Identify ways to overcome a self-attack.



### **Taking a Stand:**

Who are people today taking a stand? Think about times when you've observed leaders taking a stand? What was the benefit? Was there a cost? What was the outcome?

---

---

---

---

---

## **The Four Agreements\***

### **Overview**

Thousands of years ago, the Toltec were known throughout southern Mexico as “women and men of knowledge.”

The Toltec were scientists and artists who formed a society to explore and conserve the knowledge and practices of their ancestry.

Don Miguel Ruiz was inspired to share with us the powerful teachings of the Toltec. We have seen this support the work of leaders in many public and private organizations.

### **The Four Agreements are:**

1.    **Be Impeccable** \_\_\_\_\_
2.    **Don't take anything** \_\_\_\_\_
3.    **Don't make** \_\_\_\_\_
4.    **Always** \_\_\_\_\_

\*Source: *The Four Agreements: A Practical Guide to Personal Freedom* by Don Miguel Ruiz.

**The First Agreement: Be Impeccable with your Word**

- This is the most difficult agreement to honor in practice.
- Your word is a \_\_\_\_\_. It is the power you have to express yourself and communicate, to think and thereby, to create the events in your life.
- The word is the most powerful \_\_\_\_\_ you have as a human.
- You create your own reality with the power of the words you speak.
- Self-rejection is the most damaging thing we can do against ourselves with our own words.
- Being impeccable with your word is the correct use of your energy because you are using your words to create trust and respect for yourself and others.

**The First Agreement: Your Experience**

**Think of a time when a leader you know spoke with integrity or honesty. We have spoken of honesty with grace, being able to say difficult or challenging things that have helped to change the workplace, their community or their society. How did the leader's words impact your own behavior as a leader?**

---

---

---

---

---

---

## **The First Agreement: Be Impeccable with your Word**

- Misuse of the word is to curse, to blame, to find guilt and to destroy.
- The word can be used to spread our personal poison, to express anger, jealousy, envy and hate.
- We can plan revenge and create chaos with the word.
- Whenever we hear an opinion, we can make an agreement and make it a part of our belief system, in this way the word can hypnotize our thinking.
- Gossiping has become a main form of communication in human society. An analogy of gossip is that it can be compared to a computer virus. A computer virus is written in the same language but with a harmful intent. After this virus has been introduced, your own computer does not work quite right.
- Your opinion comes from your beliefs, your words, your ego and your story.
- If you want to be a strong leader, be impeccable with your word.

## **Reflection and “To Do”**



**Which aspects about this agreement impact you the most? Which practices would be most important for you to apply—your “To Do’s”—to enhance your legacy of leadership?**

---

---

---

---

---

---

## **The Second Agreement: Don't Take Anything Personally**

**If you take things personally, you:**

- Agree with whatever was said;
- Make the assumption that what was said is about "you";
- Make something big out of small statements, events, circumstances that are not necessarily about you. They become about you through your decision to take things personally;
- Take in another person's emotional garbage and then it becomes yours;
- Allow what some else is saying or doing to hit one of your own wounds because you have been thinking it yourself either consciously or below the level of conscious thought.
- Demonstrate that others have control over your feelings and your life.

## **The Second Agreement: Your Experience**



**Think of time when a leader was attacked and responded with poise, confidence and grace. What was the situation? What was the outcome?**

---

---

---

---

---

---



## **The Second Agreement: Don't Take Anything Personally**

**If you do not take things personally, you:**

- Live and work without fear of others;
- Are respectful of yourself and of others because you are at peace with your life;
- Live and work with contentment and you see each day optimistically and you have more compassion and empathy for others.
- Avoid so many upsets, anxiety, fear and mental and emotional turmoil;
- Do not experience anger, jealousy, envy and upset because they begin to fall away;
- Avoid many mental traps that keep you suffering;
- Won't need to place so much trust and importance on what others do or say; and
- You can be a part of this world with your mind completely open and you won't be hurt.

## **Reflection and “To Do”**



**Which aspects about this agreement impact you the most? Which practices would be most important for you to apply—your “To Do’s”—to enhance your legacy of leadership?**

---

---

---

---

---

---

## **The Third Agreement: Don’t Make Assumptions**

**The problem in leadership with making assumptions is:**

- We believe they are the truth;
- We don’t know 100% of what others are doing or thinking;
- We can blame others, create misunderstandings and create dramas for nothing;
- All sadness and drama you have lived in your life was rooted in making assumptions and taking them personally;
- You can create negative fantasies or positive fantasies and hold onto them tenaciously and both may not be real;
- It can become an unhealthy habit of thinking we know the truth, when we may not.

## **The Third Agreement: Your Experience**



**Think of a time when you or a leader made an assumption that turned out to be incorrect. What was the outcome? What further action did you or the leader take, if any?**

---

---

---

---

---

---

## **The Third Agreement: Don't Make Assumptions**

**By not making assumptions, you can:**

- Make your communications clear;
- Communicate cleanly and clearly, free of emotional poison;
- Communicate clearly what you want and listen to the needs of others;
- Your word can be used for supporting, cooperating, problem solving, and respecting the needs and concerns of others;
- Be a master of your intention which can hold your mastery of goal accomplishment, respect, gratitude and professional freedom;
- Role model for others clear communications and help them to express their ideas in high risk situations; and
- You can set aside problem thinking and replace it with problem solving.

## **Reflection and "To Do"**



**Which aspects about this agreement impact you the most? Which practices would be most important for you to apply—your “To Do’s”—to enhance your legacy of leadership?**

---

---

---

---

---

---

---

**The Fourth Agreement: Always Do Your Best**

- Under any circumstances, always do your best, no more, no less.
- Your best comes from your understanding of what you can do and what you can be.
- Your best is never going to be the same from moment to moment.
- We are growing and changing all the time, our learning changes as we grow in leadership.
- In your everyday moods and shifts, your best can change.
- If you try too hard to do more than your best, you will spend more energy than is necessary and in the end your best will not be enough.
- By doing your best, you will work and live intensely. You will be productive. It is your actions that will make the difference as your confidence grows.
- People who work only for pay can suffer in their work and in the actions because they are not fully present to the mission of their work.
- .Doing your best, you learn to accept yourself. You learn to be aware and learn from your mistakes and you will continually grow in achievements.
- If you take action because you have to, then there is no way to do your best. Your heart is not in it and others around you recognize that.
- Action is about working and living fully. Inaction is a way we deny life to ourselves.
- The first three agreements will only work if you do your best.
- By doing your best, the habits of misusing your word, taking things personally and making assumptions will become weaker and less frequent with time.
- Doing your best means keeping your attention on today. You experience your life and your happiness in the present.

## **Reflection and “To Do”**



**Which aspects about this agreement impact you the most? Which practices would be most important for you to apply—your “To Do’s”—to enhance your legacy of leadership?**

---

---

---

---

---

---

## **The Four Agreements: Key Learning Points**



1. Go over each point and place a star next to those phrases that particularly speak to your experience as a leader.
2. Discuss with a partner why you have chosen those specific phrases.
3. Identify together your strengths and areas for growth.
4. Identify specific instances where the four agreements would have been useful.
5. Identify any other significant learning points.

---

---

---

---

---

---

## **Self-Assessment and Your Legacy of Leadership**



**Definition: What is Self-Assessment? Why do we do it?**

---

---

---

---



## **Self-Assessment and Your Legacy of Leadership\***

Self Assessment is the means by which we bring new vision, action and grace to bear upon any negative sides of our natures.

The following is a list of character defects that contribute greatly to the breakdown of respectful communications and your legacy of leadership They are:

Arrogance	Laziness
Anxiety	Mean Spirited
Bigotry	Obnoxious Behavior
Conceit	Overbearing
Condemnation	Remorse
Dishonesty	Resentments
Egotism	Revenge
Envy	Selfishness
False Pride	Self Pity
Fear	Self Reliance
Frustration	Self Seeking
Hatred	Sense of Inadequacy
Impatience	Uncharitable Speech
Intolerance	Victim Thinking
Jealousy	Worry



### **Assess Yourself**

**Review the list. Place a star next to those defects that you wish to disengage from. Honestly self assess and recognize your projections and magnifications.**

\*Source: Joan Carr-Voigt  
International Leadership Center for Professional Excellence  
5203 Nahant St. Bethesda, MD 20816  
Phone: (301)263-9592 E-Mail: Joan@ilcpe.com

## **Recognizing “The Victim” Thinking\***

*“Man alone of all the creatures of the earth, can change his own pattern. Man alone is the architect of his destiny. The greatest discovery of our generation is that human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives.”*

William James

### **What is the internal victim?**

- It is a part of the mind that feels victimized by others.

### **Typical characteristics of victim behavior:**

- It assumes that other people have control of how we feel by situations, actions, or behaviors external to ourselves.
- Often, victims hold deep resentments about others' actions and motives because they have been deeply hurt, abandoned or rejected in the past.
- The victim assumes a state of helplessness unless others change and do exactly as they wish. (e.g., I refuse to be happy unless you do fill in the blank)
- A victim will often play the role of martyr. (I'm so good to you and look at how you treat me! Even though you are bad to me, I will stay with you!)
- Victim thinking is to manipulate and control through guilt, often trapping others in turmoil of guilt and bad feelings.
- The victim mind will turn others into their victims because they make an internal decision to feel hurt and in pain. Often, victims can have low self esteem.
- The victim will play out internal scenarios of “You have hurt me” by naming hundreds of situations where they have chosen to feel victimized instead of empowered, whole and with a sense of well being.
- The victim will continue to create bad relations because others generally end up feeling guilty or somewhat bad around them. Therefore, victims lose relationships easily.....and feel further victimized by others. This too is a trap.

\*Source: Joan Carr-Voigt  
International Leadership Center for Professional Excellence  
5203 Nahant St. Bethesda, MD 20816  
Phone: (301)263-9592 E-Mail: Joan@ilcpe.com

## **Recognizing “The Victim” Thinking**

### **The major theme of the victim:**

You have hurt me. You will pay.

My happiness depends on you and what you have done to me, not on me.

### **Handling victim behavior:**

Be aware of the victim stance.

- Disengage from the “poor me”, “you have hurt me” theme and way of life.
- Release others from being responsible for how you feel or for “saving your life”. You are completely responsible for only you!
- Stop taking things personally.
- State your preferences without demand, “You must...” “You have to...”
- Claim responsibility.
- Stop making others responsible for your sense of well being and for how you feel. You and only you are responsible for how you feel.
- Recognize each of us has the genuine right to live as we choose to live.
- Notice any thinking created by “the victim” and actively let it go. Refocus on “I am not a victim of circumstance” “I am an empowered, capable human being and I take active responsibility for my life, how I feel and who I choose to live and work with.
- Recognize we are only victims when we actively choose to be.

## **Recognizing “The Victim” Thinking**

### **Summary:**

Leadership requires recognition of this state of mind in ourselves first and then in others.

Coaching is required for those with slight victim perspectives.

Assess the validity of the claims and work to mutually problem solve situations that are valid.

In cases of serious abuse, victims require professional help, support and can benefit greatly from 12 step programs, codependents anonymous.

“Fixing” or “Forcing” others is inappropriate and should be avoided. Allow others to be responsible for their own lives and make appropriate choices for yourself.

## **“The Victim” Thinking: Your Experience**



1. Identify times when others have acted “The Victim” with you.
2. In what specific ways will recognizing victim thinking help your leadership in the future?
3. Given how you have handled victim thinking in the past, and drawing on what you have learned in the ELC series of courses so far, how would you now understand victim thinking—what would you do differently?

---

---

---

---

---

---

---



**Some of the key things I learned from this segment are...**

---

---

---

## **Managing Judgments\***

### **What is the Internal Judge?**

It is a part of your \_\_\_\_\_.

The judge sets the \_\_\_\_\_ of success and acceptability.

It judges ideas, thoughts, beliefs, images and internal voices.

It has the tendency to use comparisons to devalue and trivialize your present experience by criticizing you for being or acting the same as you always have.

Its judgmental comparisons kill any possibility of freshness and spontaneity, when it is continually applied to feelings, actions, and interactions.

It can become a lens through which you experience yourself.

The judge doesn't only evaluate you according to its standards, it also constantly compares you with other people to evaluate your worth.

It provides a constant self-assessment relative to the behavior and appearance of others.

\*Source: Joan Carr-Voigt  
International Leadership Center for Professional Excellence  
5203 Nahant St. Bethesda, MD 20816  
Phone: (301)263-9592 E-Mail: Joan@ilcpe.com

## **Managing Judgments\***

### **Constructive Aspects of the Judge are:**

It is a conscience that helps you distinguish right from wrong.  
It is a guard that stops inappropriate feelings and behavior.  
It is a counselor for support in making decisions.  
It is a guide that provides direction as you make your way.  
It is an authority figure offering recognition and approval.  
It is a yardstick for measuring your progress.  
It is a mirror that reflects back to you who you think you are.

### **Destructive Aspects of the Judge are:**

It can be a warped lens that distorts reality and because of distorted perceptions, you can come to distrust your intuitive contact with life.  
It can thwart your movement and growth with constant negative feedback.  
It can be obsessively critical and hold back your progress.  
It can be very powerful and destroy your self concept in areas not fully developed.  
It can set up inappropriate guards that halt your spontaneous response to life.  
It can tell you that you are “Never good enough!”  
It can constantly admonish you, “Don’t do that; do this!”  
It can undermine you when it tells you to “Change, you’re not good enough, you need to get better for people to like, accept and love you” while saying, “You will never succeed at changing. You’re deficient. You haven’t got what it takes.”  
It can be a cruel taskmaster that won’t allow you to enjoy life.  
It can lead you to believe that you are subject to evaluation and improvement, and that you do not have inherent value and worth as a human being.

Self-discovery requires disrobing the judge and exposing the truth about how it affects your life.

\* Source: Adapted from Byron Brown's book, *Soul Without Shame*.

## **Managing Judgments: Discuss Your Experiences**



**Identify areas where your destructive judge has led you (or leads you) to make unwise choices.**

---

---

**How can you prevent this from happening in the future?**

---

---

---

**How does managing judgments affect your actions as a leader?**

---

---

---

---



## **Appendix A: Worksite Assignment**

One of the goals of the courses in the ELC program is to help you increase your self-awareness, so that you can take appropriate actions, make necessary changes, and influence others through modeling and mentoring. Over the next four weeks, prepare three journal entries describing situations you encountered in the four areas we covered today. Complete number one, and two others of your choice from the list below.

Please send your assignment by email to Joan Carr-Voigt by October 29, 2004. Joan's address is: **joan@ilcpe.com**

1. Write about a time when you were required to **take a stand**. Explain how any of the lessons' content covered in this class better prepared you to take that stand. What did you do? What was the outcome?
2. Write about a time where you became aware that you were applying one of the **Four Agreements**. What was the situation? What did you do? What was the outcome? What would you change, if anything, about your behavior if this happened again?
3. Review the **Self-Assessment** list, and in particular, those items you marked with a star. Write about a situation (if one occurred), where you became aware of that behavior. How did you change this characteristic after this realization?
4. Write about a time where you or one of your employees were in a "**victim thinking**" mode. What was the situation? How did you get out of this mode, or how did you assist the employee?
5. Write about a situation where you became aware of your "**internal judge**." What was the situation? Was it constructive or destructive? What was the outcome? If constructive, how did judging help you? If you noted it was destructive, what change did you make, if any?

**Appendix B: Memorandum**

August 2, 2004

To: All National Park Service Employees

From: Director, Fran P. Mainella /s/

Thank you!

I have had a chance to say thank you in person to many of you, but this memo will let all employees know how much I appreciate you and the work you do.

Most of you finish a project and are on to the next without taking a moment to enjoy your success. Each of us normally sees just the immediate job at hand, whether it is conducting an interpretive talk, repairing a trail, managing the front desk of a visitor center, or preparing a payroll sheet. I thought sharing with you some of the big picture mosaic of accomplishments we have made as a team would help to demonstrate the achievements we as the National Park Service have made together over the past few years. I am greatly encouraged, and I think you will be too, to learn about some of our accomplishments. We have, for example, provided 500,000 educational and cultural resource programs to 118 million visitors in 2003, undertaken thousands of improvement projects in our national parks in the last 4 years, and preserved more than 2.5 million cultural and historic artifacts. Attached is a memo from Deputy Director Randy Jones that further describes accomplishments of the National Park Service. I hope you will take the time to read it and to be proud of your accomplishments.

In addition to thanking our wonderful staff, I need to thank our partners and others including the friends groups, our 121,000 volunteers and all citizens whose taxes and fees provide funds to do our jobs.

Of course, the best way to thank the public is to offer great experiences at our parks. As we pass the mid-summer mark, we are doing just that. Thanks to you, the overwhelming majority (over 90%) of our visitors rate their experiences at national parks as good to very good.

Like all other large organizations, we will always face new challenges in serving visitors and conserving our resources. All of us would love more funds to do our jobs better, and the President's fiscal year 2005 budget request now before Congress requests an increase in park operating budgets as well as a 4.5% increase in the overall NPS budget. We are in the process of developing the FY2006 budget within the Department. I want to convey to each of you my commitment to park operations and maintenance funding as my highest priorities. The National Leadership Council and I are ready to help answer any questions you might have.

Remember also that your commitment to these resources and the National Park Service, coupled with your innovative thinking and dedication, are what continue to allow us to receive great

accolades from the public. Thank you again and please be proud of all that you do, as I am proud of you.

August 2, 2004

## **Memorandum**

To: Fran Mainella, Director

From: A. Durand Jones, Deputy Director /s/

Subject: Performance Accomplishments of the National Park Service

I thought you would be interested to know about just a few of the accomplishments that I recently compiled from several sources including the NPS FY2005 Budget Justifications document. This memo is not an exhaustive list, but rather a summary of some highlights that demonstrate the progress we are making in serving and protecting visitors, conserving park resources, and improving the way we do business. We are also compiling a state by state record of accomplishments and plan to post it on the NPS web site.

### **Providing Services to Visitors**

✓ In FY2003 alone, more than 500,000 educational, recreational and cultural opportunities or programs were offered to 118 million national park visitors.

✓ More than 450,000 children participated in the Junior Ranger Program and Web Ranger Internet Program.

✓ The National Trails System has been expanded to include:

- 21 new sites and segments recognized through certification (on historic trails),
- 68 new or renewed agreements with partners,
- 119 miles of scenic trails certified open to the public,
- 172 miles of new trail,
- 1,000 acres of trail corridor protected by non-Federal partners, and
- 1,044 acres of trail corridor protected by Federal agencies.

✓ Through Rivers, Trails and Conservation Assistance, the NPS has helped local governments and non-profits protect 1,429 miles of trails; add protection to 782 river miles; and protect 36,773 acres of open space.

### **Preserving Natural and Cultural Resources**

✓ In FY2003, the NPS met, or exceeded our goals for:

- Disturbed Land Restoration -- The goal was 11,500 acres from FY99 through FY2003 and the NPS restored 13,825 acres.
- Improved Status for Threatened or Endangered Species -- Parks report that 29.9% of T&E species have an improving status compared to the goal of 14.5%.

- Cave Floor Resources -- From FY2001 through FY2003, parks have restored 161,765 square feet of cave floor compared to the goal of 117,551 square feet.
- Ethnographic Research Projects – The NPS completed 21 research projects in ethnographic overviews and assessments, traditional use studies, and rapid ethnographic assessments.
- Cultural Landscapes Inventory – The NPS increased the Cultural Landscapes Inventory by 13 and assessed the condition of 24 cultural landscapes.
- ✓ The National Park Service:
  - Catalogued over 2.5 million objects, specimens and archives in park collections;
  - Acquired over 1.5 million archeological, biology and archive objects;
  - Completed and installed 10 major exhibits in parks; and
  - Corrected 807 planning, environmental, storage, security, and fire protection deficiencies in park museum collections.
- ✓ Through the Historic Preservation Fund grants in FY2003 alone:
  - 131,100 properties were added to state inventories;
  - 1,611 properties were nominated to the National Register of Historic Places;
  - 8 new Indian Tribes were approved to assume State Historic Preservation Office duties.
- ✓ The Natural Resource Challenge, which provides science for park managers and educational opportunities for our children, has paved the way for:
  - 16 Exotic Plant Management Teams (mobile strike forces) working across the National Park System to identify and control exotic plants,
  - 14 Research Learning Centers, and
  - 17 Cooperative Ecosystem Study Units.
- ✓ The NPS Air Quality Resources Division reviews new emission source permit applications and has been successful at mitigating impacts on air quality, including visibility, at parks all around the country. Together with the EPA's new rules on regional haze and efforts to reduce sulfur dioxide, nitrous oxides and mercury emissions by 70% over the next 15 years.
- ✓ Through the NPS Land Resources Program, 132,334 acres were acquired in FY2003 to enhance natural, cultural and resource protection and visitor enjoyment.

### **Increasing Investment in National Parks**

- ✓ The FY2005 budget for operations and construction has grown 20% in 4 years.
- ✓ More than 4,000 repair, rehabilitation and construction projects are completed or underway in national parks in the 49 states and territories that have national parks.
- ✓ The budget for cyclic maintenance has tripled over the last 4 years.

### **Adding and Expanding Parks**

✓ The following significant additions to national parks have been completed or are underway:

- The Cedar Creek and Belle Grove National Historical Park, which commemorates a nationally significant Civil War Landscape and the early settlements nearby has been added to the National Park System;
- The National Park Service added a new memorial honoring World War II veterans;
- The NPS is in the process of purchasing the Baca Ranch for an addition to the Great Sand Dunes National Monument;
- NPS proposed, and Congress is nearing final passage of legislation creating the Lewis and Clark National Historical Park in Oregon and Washington;
- Planning is well underway for the National Memorial for Flight 93, one of four planes hijacked and crashed on September 11, 2001;
- Additional wilderness areas have been designated at Pinnacles National Monument and Lake Mead National Recreation Area; and
- The NPS is supporting legislation to add more than 120,000 acres to Petrified Forest National Park to protect paleontological and cultural resources.

### **Improving Management**

✓ The NPS leads all other Federal agencies in compliance with the Cardiac Arrest and Survival Act.

✓ The NPS initiated a service wide Personal Protective Equipment (PPE) program that provides all law enforcement officers with the benefits of mass purchases; medical qualifications that screen new recruits; quantitative fitness testing to ensure fitness for duty and equipment training which will ensure its safe and effective use.

✓ The conversion to narrowband radio technology is on schedule in accordance with the narrowband radio plan.

✓ The NPS adopted a new Diversity Recruitment Plan in 2004.

✓ In FY 2005, a service-wide sign program will save \$1 million, a vehicle fleet management program will save \$2.3 million, and publications streamlining will save \$1 million.

✓ Through partnerships with other governmental entities at the Federal, Tribal, State, local and international levels; non-profit organizations; businesses; academic institutions and individuals, the NPS increased our capacity for projects like these:

- The Trust for the National Mall Partnership's goal is to restore, revitalize, and maintain the National Mall as a vibrant and welcoming space;
- The Yellowstone Association is fundraising to plan, design, and construct Association housing, retail support facilities and field school facilities;
- Blue Ridge Parkway and the Museum of North Carolina Minerals Museum Endowment Campaign are working to provide long-term and predictable funding to support the minerals museum; and
- The NPS is clarifying its policies and procedures for establishing and maintaining partnerships. This will increase our ability to work in partnership for projects like the following:

Valley Forge visitor center project, the rehabilitation of the Langston Golf Course, and the Tuskegee Airmen National Historic Site.

✓ By the end of FY2004, we will have completed the initial round of condition assessments leading to a first-ever baseline Facilities Condition Index. This tool will assist managers in measuring the overall condition of our facilities and help the NPS determine appropriate investment strategies. To improve the planning and construction process, the NPS has:

- Improved cost engineering and cost estimating,
- Established facility planning criteria,
- Developed a web-based project tracking system, and
- Applied a Facility Management Program.

These accomplishments and many others are due to the tireless dedication and talent of the NPS employees who proudly serve the American people.

## **Joan Carr-Voigt, M.Sc.**

Joan Carr-Voigt is president of the International Leadership Center for Professional Excellence, a training organization located in Bethesda, Maryland. For over 18 years, she has taught courses on professionalism in the workplace, interpersonal communications, conflict mediation and public speaking. Author of *The 45 Day Stress Management Program*, she has also produced numerous training seminars tailor-made to organizational need.

She has conducted seminars for national and international organizations such as the World Bank, The Inter-American Development Bank, The Export-Import Bank, The White House Communications Agency, The U.S. Treasury and The American Society of Association Executives. Schools and universities include: The Henson Valley Montessori School, The Woods Academy, The Green Acres School, American University and Georgetown University.

She was awarded The Albert Schweitzer Humanitarian Award in 1999 by International Toastmasters Brinker Club and numerous awards as *Best Speaker* during speaking competitions.

Her Masters Degree is from George Washington University in Human Resources Studies, 1978 and her Bachelors is from the University of Maryland in Psychology and Sociology, 1976.